—AFT fights

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community representatives be held to discuss school problems within each high school area.

In 1969 the AFT newspaper, the American Teacher, reported the tragic state of Mexican - American education.

Among other things, the report cited the fact that the average Mexican - American child in the Southwest drops out of school by the seventh year; that Mexican - Americans accounted for over 40 per cent of the so - called "mentally handicapped" in California, and that although Spanish surnamed students make up over 14 per cent of the public school population of California, less than one half of one per cent of the college students enrolled in the seven campuses of the University of California are of this group.

Through educational conferences and school - board presentations, AFT locals in the West are working to correct these and other abuses.

A major advance in federal aid to education was achieved in 1965 through the efforts of the AFT, AFL-CIO and other pro - education groups with the passage of the Elementary and Secondary Education Act.

The act, particularly its Title I provisions, provides for aid to school districts which serve children from disadvantaged families.

The AFT and other friends of education have waged a constant battle in the halls of Congress to secure full funding for appropriations bills supporting ESEA.

The opponents of quality education have changed. They have adopted subtler tactics.

The new antagonist is political, rather than primitive. He avoids the political danger of opposing a bill for sound education, but he sees to it that the appropriations for that bill are severely curtailed.

The new antagonist sees that promising educational efforts are strangled in infancy by premature evaluations and biased reports.

These new problems require a deeper commitment and more sophisticated response. Those committed to quality education increasingly discover that what is needed is legislative action, political activism and coalition building. The AFT has begun to meet these challenges.

In its fight to maintain quality integrated education, and social and economic justice for all citizens, the AFT contributes and cooperates with various civil rights organizations.

They include the NAACP, the National Urban League and A. Philip Randolph Institute and Educational Fund, the Joint Apprenticeship Program, the American Jewish Committee and many other community based organizations.

The AFT supports and participates in the activities of the Leadership Conference on Civil Rights, which coordinates the civil rights legislative activities of the NAACP, Urban League, AFL-CIO and scores of other organizations working in the field.

The AFT works with the AFL - CIO and 80 other organizations interested in education on the Full Funding Committee, which lobbies for full appropriations of education bills passed by Congress.

Civil rights and social welfare legislation, such as Social Security, unemployment, minimum wage and child care laws — are supported vigorously by AFT and AFL-CIO representatives in state capitals and Congress.

Thus, the American Federation of Teachers has embarked on a program designed to expand public education to meet the needs of all our citizens.

The first element the AFT seeks is a child development bill that will provide needed child care services for all children whose parents want to utilize the service without fees, sliding scales or other barriers that prevent many people from utilizing currently available programs.

The AFT urges that a program similar to the Child and Family Services Act currently being proposed in the Congress be enacted and that this program utilize the public school as prime sponsors of programs.

Our immediate need is for increased funding of currently existing programs such as Title I of the Elementary and Secondary Education Act, Impact Aid, and Vocational Education and the various higher education programs up to a point when the federal government is providing an equitable share of the costs of education.

This would also require the enactment of a general aid to education programs in addition to programs that already exist.

Currently, the federal government provides only about 8 per cent of the nation's education costs. That share must be sharply increased.

In the area of education for the handicapped, the enactment of Education For All Handicapped Children, partially completes what the AFT has sought.

However, in signing the bill, President Ford announced that he was opposed to any increased funding of handicapped programs.

This opposition was responsible in part for his uncalled - for veto of the FY 1976 Education Appropriations Bill.

However, the Handicapped bill does authorize more than $2 billion per year for the education of handicapped children. The AFT seeks the full amount.

Currently, the federal government spends only about $100 million per year for handicapped children. AFT seeks the enactment of a bill that will provide funds to local education agencies to aid them in providing bilingual education for children with language difficulties.

Such a program is greatly needed in order to help implement the Lau v. Nicols Supreme Court decision which requires such services to be provided in the child's native language in order to retain skills in the native language while at the same time the child is taught to function in English.

Again, the need is in billions of dollars. At present, the federal government's efforts meet the needs of only five per cent of these children.

Declining tax revenues, sharp increases in welfare costs, costs of unemployment insurance and other related costs drain revenues that could be spent on improving education.

The AFT seeks changes in the General Revenue Sharing Act which would allow education to share in the funds which only local and state governments now receive.

In fact, the revenue sharing program prohibits the use of two thirds of the revenue sharing funds for education.

This must be changed.

AFT seeks a reform of the federal welfare program which should include complete federalization of the costs of welfare. Rising welfare costs are uncontrollable expenditures which force a choice between the income needs of the poor and the education needs of their children.

Clearly this is an unacceptable choice.

Passage of the Kennedy-Gorman national health security bill and enactment of a bill like H. R. 5247 which contains in it emergency counter - cyclical aid to help cities and states maintain their public services during times of high national employment are also supported by the AFT.

The AFT will continue to seek policies at the federal level that meet our greatest challenge: a full employment economy.

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—NEA

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the Singleton decree, which required use of objective, nonracial criteria in dismissing or demoting faculty as a result of desegregation.

In the Mississippi desegregation case, high school teacher Ether Barnes won the right to further court proceedings on her claim that her constitutional right to equal protection was violated by racial discrimination by the school board.

When Jones County schools were desegregated in 1970, Ms. Barnes was transferred to a formerly all-white school and assigned to a position held by a white teacher on maternity leave.

Even though the principal recommended Barnes for renewal, the board, without stipulating reasons, voted against rehiring her for 1971-72, and she was replaced by the returning white teacher. The case is being reconsidered by a district court.

At the higher ed level, a psychology professor and counselor at Maryland's Bowie State College, nonrenewed after her fourth contract year, won reinstatement with tenure.

Ruth Sherman joined the Bowie staff in 1970, but after two years of teaching was told that her contract would be renewed for 1973-74 only if she waived her right to tenure prior to July 1, 1975.

She complied since the letter suggested that the waiver was just a correction of a contractual error made at the time of her original appointment.

In June 1974, she was notified of her nonrenewal without reasons. A county circuit judge ruled the college violated due process procedures in the nonrenewal.

Further, he refused to accept the waiver agreement as binding since it "was a factual misrepresentation of the college's authority to require new conditions to the contract."

CIVIL RIGHTS TALK—Gloria Starks, National Education Association legislative consultant, confers with Bayard Rustin of the A. Philip Randolph Institute, executive committee chairman of the Leadership Conference on Civil Rights.

UNCF schools thrive despite $$$ problems

By Patricia McCormack

Ability to attract students is a mark of a healthy college or university.

That being so, the nation's predominantly black private colleges and universities are very healthy.

Enrollment at the 41 schools in the United Negro College Fund (UNCF) network grew by 7.5 per cent between 1975 and 1976, compared to only 1.9 per cent growth at private colleges and universities nationally.

Measured another way, growth included a tenfold increase in the number of whites studying at the predominantly black UNCF schools between 1969 and 1975.

Alan Kirschner, the fund's director of research, says his new national survey of the colleges show them stronger than ever.

This is contrary to predictions that they would die out when black students in the 1960s and early 1970s began to enroll in large numbers in predominantly white colleges and universities.

"Along with the growth of their student population," Krischner said, "the schools have diversified their curricula to meet the newer distribution of professional job opportunities for blacks.

"More than 17 per cent of all degrees awarded at Negro College Fund schools in 1975 were in Business Administration, roughly twice the percentage earned in 1970.

"Twenty-one of the colleges now offer dual-degree engineering programs. Ten years ago, none conferred engineering degrees.

"In 1970, only two of the schools offered degrees in the health professions, compared with 1975 when 14 institutions awarded

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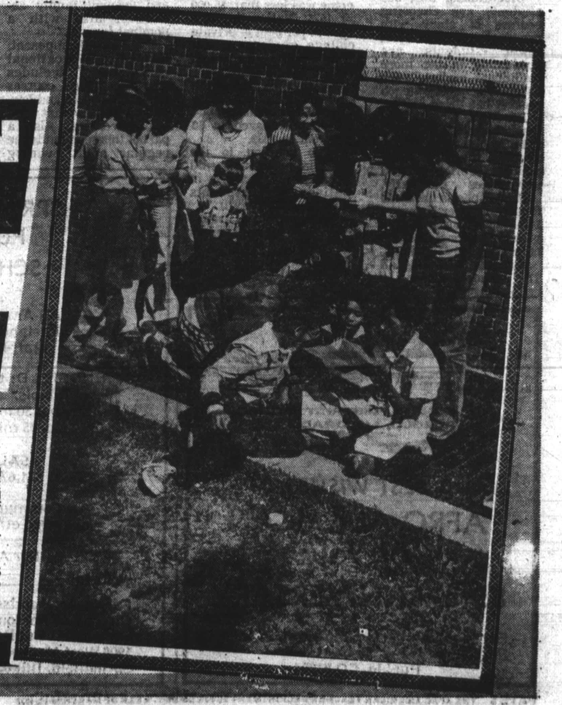
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